

Revised – 3/23/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mr. Jerry Joachim;
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Alcester-Hudson Elementary School.
(As it should appear in the official records)

School Mailing Address 409 E. 6th
(If address is P.O. Box, also include street address)

Alcester SD 57001-0409.
City State Zip Code+4 (9 digits total)

County Union School Code Number* SD-61001

Telephone (605) 934-2171 Fax (605) 934-1765

Website/URL www.alcester-hudson.k12.sd.us E-mail jerry.joachim@k12.sd.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Jerry Joachim.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Alcester-Hudson Schools Tel. (605) 934-1890

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Lori Jurens
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

1	Elementary schools
0	Middle schools
1	Junior high schools
1	High schools
	Other
3	TOTAL

2. District Per Pupil Expenditure: \$7,614.00
 Average State Per Pupil Expenditure: \$6,415.00

SCHOOL

3. Category that best describes the area where the school is located:

[]	Urban or large central city
[]	Suburban school with characteristics typical of an urban area
[]	Suburban
[X]	Small city or town in a rural area
[]	Rural

4. 2 Number of years the principal has been in her/his position at this school.
1 year If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	15	12	27		7			
K	6	9	15		8			
1	16	9	25		9			
2	11	7	18		10			
3	12	12	24		11			
4	4	10	14		12			
5	17	10	27		Other			
6	15	12	27					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								177

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>98</u> | % White |
| <u>0</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>0</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1.6 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	179
(5)	Subtotal in row (3) divided by total in row (4)	.017
(6)	Amount in row (5) multiplied by 100	1.7

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 28%

Total number students who qualify: 42

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 22%
36 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>13</u> Speech or Language Impairment
<u>2</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u>1</u> Emotional Disturbance	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>1</u>
Support staff	<u>2</u>	<u>4</u>
Total number	<u>22</u>	<u>6</u>

12. Average school student-“classroom teacher” ratio: 10-1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	98%	96%	96%	96%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	0%	0%	1%	0%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Alcester-Hudson Elementary School is a rural school serving the communities of Alcester and Hudson in southeast South Dakota. The school is located in the town of Alcester that has a population of about 800 residents. The community of Hudson has a population of approximately 400 residents. The school district is made up of 174 square miles and is located in Lincoln and Union counties in South Dakota. A complete district profile can be found the State Department of Education website at <http://www.state.sd.us/deca/Finance/Data/04digest/profiles/index.htm>.

Our elementary school is made of Preschool through grade 6. The 2004-2005 enrollments in those grades are 177 students. Twenty-seven of our students are three and four-year old preschool students. Beginning in the 2003-2004 school our school began offering a morning preschool program at no cost to our families. The preschool meets every morning from 8:00 – 11:00 a.m. The three year olds meeting twice weekly and four year olds, three times a week.

Our teaching staff is made up of dedicated veteran teachers. The average teaching experience of your staff is 20+ years. We are a Title 1 school with remedial assistance available to our students in the area of Reading and Mathematics. In addition to the regular classroom activities, students have special classes in Physical Education, Art, Computer, Music and Library Science. Our special education department has one certified teacher and six paraprofessionals that are dedicated to meeting the needs of their students.

The mission of our school district is: *To prepare students to succeed in meeting the challenges of an ever-changing world.* Our elementary school has also created a Shared Vision for our school that contains three parts. Our vision focuses on **Academic Achievement, Character Development and Student Motivation**. Along with the shared vision we have developed several shared commitments dealing with each part of our vision. These shared commitments help us move toward achieving our shared vision.

The majority of the students in our school have gone to school in our district all of their academic life. We do have families that move into and out of our district each year. The majority of our students are Caucasian with only 1% of our population being either Hispanic or Native American. Most of the families in our district are middle-class families with the poverty rate at our school being 28%.

In the fall of 2000 our school was identified as a school on Improvement Status. Title 1 schools could be placed on School Improvement because of low scores on the Stanford 9 tests that were required at that time. At that time 4th grade was the grade level that was assessed for improvement purposes. Since that time we have made great strides at our school to become better. We made AYP two consecutive years and were taken off of Improvement Status in fall of 2003. Not only were we no longer on the list of schools needing improvement, but also have been named a South Dakota Distinguished School for the past two years. We are very proud of the progress made at our school and are committed to continue our growth.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Schools Assessments:

1. We assess our students in several different ways in the areas of Math and Reading. These assessments are agreed upon by our entire staff and listed on a Shared Agreements document that every staff member receives at the beginning of each school year.

Along with regular classroom assignments and tests our students take a Star Reading and Math test each quarter. This is a test developed by the Renaissance Corp. and categorizes students by their grade level ability. After students have taken the Star assessments they are given results in the form of a grade level. Students understand that if they receive a score of 5.8 on the Star Reading test, as an example, it means that they are reading at the level of the 5th grader in their 8th month of school. Results are given in the Star Math assessment in the same manner. Parents are also given that same information when report cards are issued each quarter.

Another tool we use for assessments in our school is the DACS test. DACS stands for Dakota Assessment of Content Standards. The DACS test assesses a student's knowledge of the South Dakota state content standards. We currently are testing in the areas of Math and Reading only. We currently give this test to our students in grades 2-6 in September and January.

The results of the DACS test come back in many different forms. The result that we use in our data collection and in communication to parents and students is the SIP %. This is the Standards Item Pool score. This represents the percentage of items that a student (or group of students) is expected to answer correctly. The SIP Score is based on the individual Scaled Score (SS) at the student level or the Mean SS at an aggregated group level.

Our State mandated an assessment to be given in the spring of each year. The test is called the Dakota Step test, which is an augmented Stanford 10 test that covers all the states Reading and Math content standards. We have taken this test for two years. Results generally come back in the summer. Students taking this test are given a rating of **Advanced**, **Proficient**, **Basic** or **Below Basic**. These levels are used by the state to determine how a school is performing. The major goal of NCLB is that all students receive a level of either **Proficient or Advanced**. Failure to make Adequate Yearly Progress (AYP) towards that goal may cause a school to be placed on Improvement Status under the guidelines of NCLB.

There are also many subgroups that broken down in the test results. Failure to meet AYP in any of these subgroups may also cause a school to go into Improvement Status. These subgroups scores provide important data to a school district so that they might be sure that all students are achieving.

After we receive the Dakota Step test results they are published in our local newspaper, the school newsletter and sent home to our parents. This included all the various subgroups that are represented in our school district. Results of the Dakota Step test and all other NCLB criteria are also contain on the State Report Card that lists state and individual districts test scores. The website for the States Report Card can be found at

<https://sis.ddncampus.net:8081/nclb/index.html>.

Data Dissemination and Use:

2. The Alcester Hudson Elementary School uses the data it collects in different ways. As soon as school begins, the elementary school Leadership Team takes the Dakota Step test data and disseminates it for our school district. The LT team look at not only classroom scores and at what levels our students are achieving, but it looks closely at all subgroups to see if a trend is developing among the different groups. Charts and graphs are developed to show the testing trends over several years to see if a pattern can be seen. The graphs are also useful to track our progress toward our 100% Proficient/Advanced goal for our school. This data help our school's Leadership Team develop it goals for the coming school year. The work that the LT team does with data is then taken back for presentation to our entire staff. Goals are also communicated at that time and Shared Agreements developed by the elementary staff.

Individual teachers use the assessment results to create a plan of study for their classes. Teachers utilize a website developed by the Harcourt Publishing Company that will give them data on how their students scored on individual content standards on the Dakota Step test in the area of Reading and Math. Teacher can in turn then help develop their curriculum to possibly emphasis the content standards in which their class scored the lowest.

Finally, monthly "Teacher's Team" meetings are held with classroom teachers. At these meetings we talk about teaching strategies that might help our lowest achieving students. Teachers collaborate to come up with new ideas to address individual needs and learning styles at these meetings.

Communication:

3. Communication of student progress and assessments is very important at our school. When our school receives its Dakota Step test results an article is written for the school's newsletter and the local newspaper. This article contains information not only on the performance level of our classes, but it breaks down the different subgroups that are in our school and details how those subgroups scored. We also include other NCLB data such as attendance rates, highly qualified staff and other information we feel the public needs to know.

In addition a letter is sent to the homes of students who have taken the Dakota Step test. This letter tells parents how their child did individually on the test as well as their class, their school and the entire district.

Parents are kept informed of all assessments that take place in our school. Teachers have developed a form that contains all the assessment data our school uses. This form is presented and explained at the first Parent-Teacher conference and included with every quarterly report card.

This data is also given to students as soon as results are available. Students are generally anxious to see the results of the assessments they are given. We feel it is important that students see their progress on a regular basis.

Sharing Successes:

4. Our school has had the opportunity to share its successes many times through the past two years. The state of South Dakota and Diane Lowery state coordinator of Title 1 services in the state has asked for our input several different times. We have written up details on some of the strategies that have worked in our school for publication in a state School Improvement Handbook. In particular we sent information on our monthly Teacher's Team Meetings and their value in our school.

This past August, a team of teachers from our school traveled to Pierre to make a presentation to schools that had recently been placed on School Improvement by the state. This team of teachers talked about our school improvement process and how we moved from being a school placed in improvement to becoming a Distinguished School in the state of South Dakota.

We have had teachers from an elementary school in Mitchell, South Dakota visit our school on two occasions and sit in our schools Leadership Team meetings. They also then visited classrooms and were able to observe our school and ask any question they might have had.

For the past several years we have been working closely with McRel through an initiative in our state. The consultants from McRel have been a valuable resource in our school. We have been asked by McRel to share our experiences with them for use in publications developed by them to be used by other schools in their region and across the United States. As recently as last fall an article that was run in a newspaper in Sioux Falls was picked up by the Associated Press and published the Federal Department of Education website, which was a thrill for us.

In the future we hope to be able to continue to share our experiences with others. In March, one of our teachers has been asked to travel to Washington DC to talk with people at the Capitol about the work McRel has done in our school and the steps we have taking to making our school one of the best in the country.

PART V – CURRICULUM AND INSTRUCTION

School Curriculum:

1. The curriculum at the Alcester-Hudson Elementary school is one that we feel is well rounded. We offer courses in the core subject areas such as Reading and Math but also offer many additional subjects that many schools are size are not able to offer.

We have shared agreements in our school that there will be Language Arts instruction for ninety minutes each day. This includes the subjects of reading, spelling grammar, phonics and writing. This block of time is scheduled with as little interruption as possible. We use the principals of Guided Reading as the backbone of our Language Arts curriculum. In addition we have embraced the Six +1 traits of writing as our writing curriculum.

We also have time agreements in the area of Math. We dedicate one hour and 15 minutes daily to the instruction of Math. This also is to be uninterrupted time. We do realize that the lower elementary students in grades K-2 may need breaks, as this amount of time is too long for our younger students. We have adopted Everyday Math also known as "Chicago Math" as our math program. We have seen great success in our students using this program.

Science and social studies are also part of our daily curriculum. We are currently in the process of selection new science textbooks. We have also applied for a grant from the state of South Dakota to do some curriculum mapping in the area of science this summer. This will

enable our teachers to be sure our science curriculum is aligned closely to the state content standards and that the science curriculum flows through all grades in our district without missing any of the core science standards. After we have completed our work in science, we will then move on to the area of social studies. We however have always emphasized the use of the state content standards in all our courses.

Our students also receive instruction in the areas of Computer, Music, Physical Education, Art and Library Science. Students in grades Kindergarten through 3rd grade have 30 minutes of class time in each of these areas. Students in grades four through six have 45 minutes of class time in each of these areas each week. In addition we also have band for fifth and sixth grade students. Teachers certified in these special areas teach all these courses.

Teachers have the states content standards for each subject posted in their classrooms. That way student, as well as anyone visiting their classroom, is able to check what content standard is being addressed at any given time. It is important that our teachers not only are familiar with these standards but that the students know why they are studying specific things in their classrooms.

Reading Curriculum:

2a. We have adopted the principals of Guided Reading as the backbone of our reading curriculum. A few years ago the state mandated Guided Reading training for all teachers in grades 1-3. After our teachers received this training they embraced it for our school as well. Since that time we have rewritten our reading curriculum around the Guiding Reading principals. We currently have four teachers completing the training in Guided Reading which will have our entire staff trained in those principals.

We developed a Standards Based curriculum in reading and spent a great deal of time one summer writing this curriculum. Our teachers especially like the grouping practices used in Guided Reading. Teachers find that teaching a child to read at his or her own level is an excellent way to have them excel.

In addition to Guided Reading we also use the Accelerated Reading program in grades 2-6 in our school. We hope to instill a lifelong love of reading in our students and use Accelerated Reader to provide students with incentives to keep reading. Our reading scores the past two years have been some of the highest in the state of South Dakota. We were proud last year to be 100% proficient or advanced on the state's Dakota Step test.

Other Curriculum:

3. We have also spent a significant amount of time in the area of Mathematics during the past few years. We had been using the Everyday Math program in our schools for several years. However, we found that teachers had never received training in the way the program was to be used. We dedicated two days of professional development for our teachers in the use of Everyday Math. Teachers were trained to follow the spiral effect in the scope and sequence of the program. In addition they learned at what pace they needed to teach in order to cover the necessary material each year. We also discovered that we needed to dedicate more time in our school day to the instruction of mathematics.

After receiving this training, our teachers also found that the skills in Everyday Math was very closely aligned to the South Dakota content standards for Mathematics. We are now in our third year of teaching Every Math as the program suggests.

We have found that the skill level of our students has increased greatly. Not only have our standardized test scores risen greatly, but also we are finding that the students we are sending on to the junior high school are more greatly prepared to tackle the higher-level math skills required of them. We feel that these students are prepared for the skills needed in an ever-changing world as stated in our districts mission statement.

Instructional Methods:

4. We use a variety of instructional methods in our schools. In this way we can not only improve student learning but also help address the individual needs of our schools. We do have traditional teacher/classroom instruction, as most schools do. However, we utilize many different grouping practices as well in our classrooms. In the areas of math and language arts we do some grouping by ability, but this is not always the case. We also do some grouping that allows different levels of students to work together.

We also have a system of great support staff in our schools. We have dedicated hard-working paraprofessionals that work with individual students that need extra attention. We also have a Title 1 program that works one on one with students who need extra help in math and reading. That department utilizes some computer-assisted instruction to help their students. We have begun peer tutoring programs in our school, as well as enlisting the help of our high schools students to become tutors as well as role models for some of our younger students who need help.

Teachers in our school meet monthly meetings that were developed primarily to talk about helping improve our students learning. We spent time each month dealing with students that are working below grade level and developing strategies to help those students achieve at higher levels. We have found that is has become a valuable part of our work with students.

We are currently exploring some type of professional development for our staff in the area of “Learning Styles”. We feel that training in this area will be very beneficial in providing the best instruction for every student in our school.

Professional Development:

5. Our professional development program is one that is led by our staff. We have a Professional Development committee made up of teachers, paraprofessionals, school board members, and administrators. This committee is organized to meet regularly to plan upcoming Professional Development opportunities. Suggestions for upcoming development come from the goals we have developed in our School Improvement plan as well as suggestions from staff members as the needs arise.

There are two teacher in-service days built into our school calendar each year. These days are designated as Professional Development days. In addition each month some time is set-aside at our Teacher’s Team Meetings for Professional Developments. These topics are varied and often consist of professional readings that are given to teacher and discussed together on those Team Meeting days.

During the past year we have been working on our writing curriculum. We spent a day in September with an expert in the area of writing, helping our staff learn the best practices in teaching writing to their students. We then held a follow-up in January working on writing assessment tools and will conclude with our schools Leadership Team writing a school goal in the area of writing.

All areas of Professional Development in our school focus on increasing student learning and achievement in our schools.

PART VI - PRIVATE SCHOOL ADDENDUM

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 3 Test Dakota Step

Edition/Publication Year 2003 Publisher Harcourt

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March			
SCHOOL SCORES					
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	100%			
% At Advanced	27%	41%			
Number of students tested	12	27			
Percent of total students tested	100%	100%			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. <u>Students/Disabilities</u> (specify subgroup)					
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	100%			
% At Advanced	0%	0%			
Number of students tested	2	2			
2. <u>Economically Disadvantaged</u> (specify subgroup)					
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	100%			
% At Advanced	33%	0%			
Number of students tested	3	5			
STATE SCORES					
% At or Above Basic	99%	99%			
% At or Above Proficient	78%	73%			
% At Advanced	23%	20%			

Subject Reading Grade 4 Test Dakota Step

Edition/Publication Year 2003 Publisher Harcourt

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Basic	100%	100%	100%	90%	91%
% At or Above Proficient	100%	100%	93%	73%	50%
% At Advanced	67%	74%	40%	21%	12%
Number of students tested	27	23	15	29	33
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>Students/Disabilities</u> (specify subgroup)					
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	100%			
% At Advanced	0%	0%			
Number of students tested	7	1			
2. <u>Economically Disadvantaged</u> (specify subgroup)					
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	100%			
% At Advanced	20%	0%			
Number of students tested	5	7			
STATE SCORES					
% At or Above Basic	99%	99%			
% At or Above Proficient	87%	85%			
% At Advanced	49%	46%			

Subject Reading Grade 5 Test Dakota Step

Edition/Publication Year 2003 Publisher Harcourt

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March			
SCHOOL SCORES					
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	76%			
% At Advanced	38%	12%			
Number of students tested	24	17			
Percent of total students tested	96%	100%			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. <u>Students/Disabilities</u> (specify subgroup)					
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	75%			
% At Advanced	0%	0%			
Number of students tested	3	4			
2. <u>Economically Disadvantaged</u> (specify subgroup)					
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	100%			
% At Advanced	29%	33%			
Number of students tested	7	3			
STATE SCORES					
% At or Above Basic	99%	91%			
% At or Above Proficient	77%	51%			
% At Advanced	29%	3%			

Subject Reading Grade 6 Test Dakota Step

Edition/Publication Year 2003 Publisher Harcourt

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March			
SCHOOL SCORES					
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	100%			
% At Advanced	41%	42%			
Number of students tested	17	26			
Percent of total students tested	100%	100%			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. <u>Students/Disabilities</u> (specify subgroup)					
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	80%			
% At Advanced	0%	0%			
Number of students tested	5	5			
2. <u>Economically Disadvantaged</u> (specify subgroup)					
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	83%			
% At Advanced	0%	0%			
Number of students tested	3	6			
STATE SCORES					
% At or Above Basic	99%	99%			
% At or Above Proficient	78%	76%			
% At Advanced	29%	26%			

Subject Math Grade 3 Test Dakota Step

Edition/Publication Year 2003 Publisher Harcourt

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March			
SCHOOL SCORES					
% At or Above Basic	100%	100%			
% At or Above Proficient	91%	100%			
% At Advanced	45%	33%			
Number of students tested	12	27			
Percent of total students tested	100%	100%			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. <u>Students/Disabilities</u> (specify subgroup)					
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	100%			
% At Advanced	0%	0%			
Number of students tested	2	2			
2. <u>Economically Disadvantaged</u> (specify subgroup)					
% At or Above Basic	100%	100%			
% At or Above Proficient	77%	100%			
% At Advanced	0%	30%			
Number of students tested	3	5			
STATE SCORES					
% At or Above Basic	99%	99%			
% At or Above Proficient	74%	65%			
% At Advanced	19%	13%			

Subject Math Grade 4 Test Dakota Step

Edition/Publication Year 2003 Publisher Harcourt

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Basic	100%	100%	100%	90%	86%
% At or Above Proficient	93%	100%	87%	65%	46%
% At Advanced	59%	78%	47%	34%	6%
Number of students tested	27	23	15	29	33
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>Students/Disabilities</u> (specify subgroup)					
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	100%			
% At Advanced	0%	0%			
Number of students tested	7	1			4
2. <u>Economically Disadvantaged</u> (specify subgroup)					
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	100%			
% At Advanced	20%	31%			
Number of students tested	5	7			
STATE SCORES					
% At or Above Basic	99%	99%			
% At or Above Proficient	78%	73%			
% At Advanced	29%	20%			

Subject Math Grade 5 Test Dakota Step

Edition/Publication Year 2003 Publisher Harcourt

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March			
SCHOOL SCORES					
% At or Above Basic	100%	100%			
% At or Above Proficient	96%	94%			
% At Advanced	60%	24%			
Number of students tested	24	17			
Percent of total students tested	100%	100%			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. <u>Students/Disabilities</u> (specify subgroup)					
% At or Above Basic	100%	100%			
% At or Above Proficient	96%	75%			
% At Advanced	0%	0%			
Number of students tested	3	4			
2. <u>Economically Disadvantaged</u> (specify subgroup)					
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	100%			
% At Advanced	14%	0%			
Number of students tested	7	5			
STATE SCORES					
% At or Above Basic	99%	92%			
% At or Above Proficient	74%	59%			
% At Advanced	26%	9%			

Subject Math Grade 6 Test Dakota Step

Edition/Publication Year 2003 Publisher Harcourt

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March			
SCHOOL SCORES					
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	100%			
% At Advanced	41%	0%			
Number of students tested	17	26			
Percent of total students tested	100%	100%			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. <u>Students/Disabilities</u> (specify subgroup)					
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	80%			
% At Advanced	0%	0%			
Number of students tested	5	5			
2. <u>Economically Disadvantaged</u> (specify subgroup)					
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	83%			
% At Advanced	6%	0%			
Number of students tested	3	6			
STATE SCORES					
% At or Above Basic	99%	88%			
% At or Above Proficient	50%	45%			
% At Advanced	21%	3%			

Criterion Referenced Testing has only been done in our state for the past two years. The preceding tables contain the data from our state mandated Dakota Step test, which is an augmented version of the Stanford 10 test. This is the state that covers the current South Dakota content standard in the area of math and reading.

FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORM

Subject Reading Grade 3 Test Stanford Achievement Test

Edition/Publication Year 9th Publisher Harcourt Publishing

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	75%	78%			
Number of students tested	12	27			
Percent of total students tested	100%	100%			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. <u>IEP w/Accommodations</u> (specify subgroup)	63%	66%			
Number of students tested	2	2			
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Subject Reading Grade 4 Test Stanford Achievement Test

Edition/Publication Year 9th Publisher Harcourt Publishing

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	77%	83%	82%	75%	53%
Number of students tested	27	23	16	26	33
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>IEP w/Accommodations</u> (specify subgroup)	76%	40%	77%	43%	53%
Number of students tested	7	1	3	1	3
2. <u>504 w/No Accommodations</u> (specify subgroup)		93%			
Number of students tested		1			
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Subject Reading Grade 5 Test Stanford Achievement Test

Edition/Publication Year 9th Publisher Harcourt Publishing

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March			
SCHOOL SCORES					
Total Score	70%	70%			
Number of students tested	24	17			
Percent of total students tested	99%	100%			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. <u>IEP w/Accommodations</u> (specify subgroup)	35%	54%			
Number of students tested	3	4			
2. <u>504 w/No Accomodations</u> (specify subgroup)	67%				
Number of students tested	1				
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Subject Reading Grade 6 Test Stanford Achievement Test

Edition/Publication Year 9th Publisher Harcourt Publishing

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March			
SCHOOL SCORES					
Total Score	69%	70%			
Number of students tested	17	26			
Percent of total students tested	100%	100%			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. <u>IEP w/Accommodations</u> (specify subgroup)	54%	54%			
Number of students tested	5	5			
2. <u>504 w/No Accomodations</u> (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORM

Subject Math Grade 3 Test Stanford Achievement Test

Edition/Publication Year 9th Publisher Harcourt Publishing

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March			
SCHOOL SCORES					
Total Score	88%	87%			
Number of students tested	80	27			
Percent of total students tested	100%	100%			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. <u>IEP w/Accommodations</u> (specify subgroup)	86%	92%			
Number of students tested	2	2			
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Subject Math Grade 4 Test Stanford Achievement Test

Edition/Publication Year 9th Publisher Harcourt Publishing

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	88%	96%	82%	70%	59%
Number of students tested	80	23	16	26	33
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>IEP w/Accommodations</u> (specify subgroup)	75%	90%	80%	40%	22%
Number of students tested	5	1	3	2	4
2. <u>504 w/No Accomodations</u> (specify subgroup)		99%			
Number of students tested		1			
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Subject Math Grade 5 Test Stanford Achievement Test

Edition/Publication Year 9th Publisher Harcourt Publishing

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March			
SCHOOL SCORES					
Total Score	88%	70%			
Number of students tested	80	17			
Percent of total students tested	100%	100%			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. <u>IEP w/Accommodations</u> (specify subgroup)	77%	77%			
Number of students tested	3	4			
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Subject Math Grade 6 Test Stanford Achievement Test

Edition/Publication Year 9th Publisher Harcourt Publishing

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March			
SCHOOL SCORES					
Total Score	88%	%			
Number of students tested	80	26			
Percent of total students tested	100%	100%			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. <u>IEP w/Accommodations</u> (specify subgroup)	75%	%			
Number of students tested	5	5			
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Prior to the school year 2002 our state mandated Norm-Referenced testing be done in grades 2 and 4 in the elementary school. Results for those grades are shown in the preceding tables. In the spring of 2003 students in grades 3-6 were mandated to take the state assessment. Those results

are also shown on these tables. Due to this change in testing, only the fourth grade class has five years of Norm-Referenced testing data. Results for the years 1999-2002 are for grades 2 and 4 only.